

EDUC3065: Culture, Diversity and Inclusion in Early Childhood and Primary School Settings

Callaghan and Ourimbah
Semester 2 - 2023



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description

Students in this course analyse issues relating to gender, class, culture, ethnicity, 'race', religion, disability, language and family forms to reconceptualise diversity and inclusion in early childhood and school settings. This course also considers broader political, sociopolitical and ecological factors such as media representations, policy, technology and broader changes and their influences in education and care settings for all children. The course will also examine various anti-bias approaches to create multicultural and inclusive learning spaces for all learners where diversity and inclusive pedagogical practices are reflected with an emphasis on education equity.

Requisites

Enrolment in this course is dependent on meeting the teacher education admission milestone of successful completion of

- Three HSC band 5s (including one in English) or
- 80 units of UoN courses or
- Regulatory authority approved comparable pathways or
- Commencement in the program pre 2016

Students must also be active in one of the programs:
Bachelor of Teaching (Early Childhood and Primary) (Honours) [12366]
Bachelor of Education (Early Childhood and Primary) [40105]
Bachelor of Education (Early Childhood and Primary) (Honours) [40109].

Contact Hours

Callaghan Lecture

Online
13 hour(s) per Term Full Term

Tutorial

Face to Face On Campus
14 hour(s) per Term Full Term

Ourimbah Lecture

Online
13 hour(s) per Term Full Term

Tutorial

Face to Face On Campus
14 hour(s) per Term Full Term

Unit Weighting

10

Workload

Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

www.newcastle.edu.au

CRICOS Provider 00109J

CONTACTS

Course Coordinator **Callaghan and Ourimbah**
A/Pr I-Fang Lee
I-Fang.Lee@newcastle.edu.au
(02) 4348 4128
Consultation: by email

Teaching Staff Other teaching staff will be advised on the course Canvas site.

School Office **School of Education**
V Building
Callaghan
Education@newcastle.edu.au
+61 2 4921 6428

School of Education
HO1.43
Humanities Building
Ourimbah
Education@newcastle.edu.au
+61 2 4349 4962 / 4934

SYLLABUS

Course Content

1. Theoretical perspectives to understand diversity and inclusion in education ranging from early childhood to primary school settings.
2. Divisions, structures and discourses that constitute diversity and inclusion.
3. Issues and complex social relations related to diversity and inclusion in Australian education system, including early childhood and primary school settings and the broader community.
4. Sociopolitical and ecological factors that influence young children and their education.
5. Various anti-bias approaches, multicultural curriculum and inclusive pedagogical practices in early childhood and primary education.
6. Critical self-reflective practice to understand diversity and inclusion towards education equity.

Course Learning Outcomes

On successful completion of this course, students will be able to:

1. Apply critical multiculturalism theoretical perspectives in theory and praxis with respect to diversity and inclusion with all children in early childhood and primary school settings
2. Argue a professional position by reflecting critically on the politics of differences such as race, gender, class, ethnicity, culture, English as a an additional language, poverty, diverse family forms, (dis)ability, and religion in early childhood and primary school settings
3. Identify existing education inequity with critical pedagogical practices to engage learners of different learning abilities and of diverse language, cultural, social, racial, and ethnic backgrounds from early childhood to primary school ages
4. Identify how socio-political and ecological factors impact on young children and their education (from EC to Primary contexts).
5. Plan strategies to implement diversity and socially inclusive practices in early childhood and primary school settings
6. Identify issues and pedagogical practices related to guiding children's behaviour in socio-culturally complex early childhood sites to plan classroom learning activities for early childhood or primary learning contexts.

Course Materials**Required Reading:**

- Adam, H., Barratt-Pugh, C., & Haig, Y. (2019). "Portray cultures other than ours": How children's literature is being used to support the diversity goals of the Australian Early Years Learning Framework. *The Australian Educational Researcher*, 46(3), 549-563.
- Blanchard, S. B., King, E., Van Schagen, A., Scott, M. R., Crosby, D., & Beasley, J. (2018). Diversity, inclusion, equity, and social justice: How antibias content and self-reflection support early childhood preservice teacher consciousness. *Journal of Early Childhood Teacher Education*, 39(4), 346-363.
- Caple, H., & Tian, P. (2021). I see you. Do you see me? Investigating the representation of diversity in prize winning Australian early childhood picture books. *The Australian Educational Researcher*, 1-17. DOI: <https://doi.org/10.1007/s13384-020-00423-7>
- Cloughessy, K., Waniganayake, M., & Blatterer, H. (2019) [The Good and the Bad: Lesbian Parents' Experiences of Australian Early Childhood Settings and Their Suggestions for Working Effectively with Families](#). *Journal of Research in Childhood Education* 33(3), 446-458.
- Clements, D. H., Dumas, D., Dong, Y., Banse, H. W., Sarama, J., & Day-Hess, C. A. (2020). Strategy diversity in early mathematics classrooms. *Contemporary Educational Psychology*, 60, 101834.
- Dally, K. A., Ralston, M. M., Strnadová, I., Dempsey, I., Chambers, D., Foggett, J., Paterson, D., Sharma, U., & Duncan, J. (2019). Current Issues and Future Directions in Australian Special and Inclusive Education. *Australian Journal of Teacher Education*, 44(8), 57-73.
- Derman-Sparks, L. Ramsey, P.G. & Edwards, J.O. (2011). What if all the kids are white? Anti-Bias multicultural education with young children and families. NY: Teachers College Press
- Goodman, K., & Hooks, L. (2016). Encouraging Family Involvement through Culturally Relevant Pedagogy. *SRATE Journal*, 25(2), 33-41.
- Goodwin, A.L., Cheruvu, R. & Genishi, C. (2008) Responding to Multiple Diversities in Early Childhood Education: how far have we come? In C. Genishi & A.L. Goodwin (Eds) *Diversities in Early Childhood Education: rethinking and doing*, pp. 3-10. New York: Routledge.
- Grant, S. (2016). *Talking to my country*. Australia: Harper Collins Publishers.
- Gigante, J., & Gilmore, L. (2018). Australian preservice teachers' attitudes and perceived efficacy for teaching in inclusive classrooms. *International Journal of Inclusive Education*, 1-10.
- Juvonen, J., Lessard, L. M., Rastogi, R., Schacter, H. L., & Smith, D. S. (2019). Promoting social inclusion in educational settings: Challenges and opportunities. *Educational Psychologist*, 54(4), 250-270. <https://doi.org/10.1080/00461520.2019.1655645>
- Ladson-Billings, G.J. (2006). From the Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools. Presidential address at the American Educational Research Association Annual Meeting, San Francisco, CA
- Ladson-Billings, G.J. (2011). Asking the right questions: A research agenda for studying diversity in teacher education. In Ball, A. & Tyson, C. (Eds.), *Diversity in Teacher Education*, (pp. 383-396)

Ladson-Billings, G., & Tate, W. F. (2016). Toward a critical race theory of education. In *Critical race theory in education* (pp. 10-31). Routledge.

McIntosh, P. (1990). White privilege: Unpacking the invisible knapsack. This excerpted essay is reprinted from the Winter 1990 issue of *IndependentSchool*.

Marshall, E., & Toohey, K. (2010). Representing family: community funds of knowledge, bilingualism, and multimodality. *Harvard Educational Review*, 80(2), 221–242. doi:10.17763/haer.80.2.h3446j54n608q442

Shuker, M. J., & Cherrington, S. (2016). Diversity in New Zealand early childhood education: Challenges and opportunities. *International Journal of Early Years Education*, 24(2), 172-187.

Schachner, M. K. (2019). From equality and inclusion to cultural pluralism—Evolution and effects of cultural diversity perspectives in schools. *European Journal of Developmental Psychology*, 16(1), 1-17. DOI: 10.1080/17405629.2017.1326378

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	17 Jul	1. Introduction 2. Problematizing and unpacking contemporary Australian EC/Primary education issues	Lecture & Tutorial: Understanding issues of diversity and inclusion in EC settings & Primary schools.	
2	24 Jul	1. Politics of differences: Race, Class & Gender 2. Culture, Language, Religion	Lecture & Tutorial: Identifying and understanding and politics of difference-race, class, gender, culture, language and religion.	
3	31 Jul	1. Ableism & Family Forms 2. Diversity and social justice: The social dynamic of inclusion and exclusion	Lecture & Tutorial: Identifying and understanding and politics of difference-ableism, family forms. Start to work on case study: taking a critical perspective.	
4	7 Aug	Critical issues in diversity and inclusion in early childhood and school settings	Lecture & Tutorial: Identifying and analysing current issues relating to diversity and inclusion in EC and schools.	
5	14 Aug	Approaches for teaching diversity & inclusion	Lecture & Tutorial: Understanding critical pedagogies in EC and primary classrooms. Tutorial focus: Focus on case study: taking a critical perspective.	
6	21 Aug	Moving towards critical awareness and social justice: Anti-bias approach in early childhood Examples of multicultural education	Lecture & Tutorial: How to take a critical perspective towards social justice? Tutorial focus: Focus on case study: taking a critical perspective.	Assignment 1 Case Study due on Friday.
7	28 Aug	1. Activism in Early Childhood 2. Becoming active for a culturally and socially inclusive world	Lecture & Tutorial: Rethinking current practices and policies promoting diversity and inclusion as social justice in Australian EC and primary schools Tutorial focus: Curriculum planning and programming – Assignment 2	
8	4 Sep	Conclusion	Lecture: wrapping out with critical thoughts.	
9	11 Sep			
10	18 Sep			Assignment 2 Due
Mid Term Break				
Mid Term Break				

11	9 Oct			
12	16 Oct			
13	23 Oct			
Examination Period				
Examination Period				

ASSESSMENTS

This course has 2 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Assignment 1	25 August 2023	Individual	50%	3, 4, 5
2	Assignment 2	22 September 2023	Individual	50%	1, 2, 3, 5, 6

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Assignment 1

Assessment Type

Case Study / Problem Based Learning

Purpose

This assignment requires students to explore and investigate *one* critical issue concerning diversity and inclusion in education, including both EC and Primary contexts.

Description

Students will be provided a list of four critical issues concerning race, class, gender, culture, language, dis/ability, family forms etc. Choose one of these critical issues and discuss it from a critical perspective concerning diversity and inclusion in early childhood and primary school settings. There are Four required parts in this assignment.

Part One (15% weighting):

Select an issue concerning diversity and inclusion in children's life-worlds (in early childhood and primary school settings, at homes). Discuss how it has been (re)presented in contemporary children's TV shows, advertisements, literature, or movies.

Part Two (15% weighting):

Draw on a relevant and appropriate theoretical/conceptual framework to unpack and discuss the "problem(s)" and analyse the issue.

Part Three (10% weighting):

Provide at least 2 comprehensive professional statements by drawing from the Code of Ethics to articulate your stance on the issue (thinking about issues of diversity and inclusion with social justice in mind).

Part Four (10% weighting):

Based on these 2 professional statements, you will generate/provide at least 2 possible action plans/solutions to reflect your professional stance to solve the issue/problem in EC and school settings for teachers, children, families and the community.

Weighting

50%

Length

Equivalence of 2000 words.

Due Date

25 August 2023

Submission Method

Online
via Turnitin.

Assessment Criteria

Part One (15 points):

- Engage in a deep discussion of a relevant critical issue concerning diversity and inclusion in children's life-worlds (in EC settings and primary schools as well as at homes).
- Appropriate selection of an issue of differences being (re)presented in children's TV shows, advertisements, literature, or movies for critical analysis (for examples, race, class, gender, language, dis/ability, family forms etc).

Part Two (15 points):

- Demonstrates understanding and application of an appropriate theoretical/conceptual framework and analysis of the issue.

Part Three (10 points):

- Articulate explicitly at least 2 comprehensive professional statements with reference to the Code of Ethics to articulate your stance on the issue (thinking about issues of diversity and inclusion with social justice in mind).

Part Four (10 points):

- Connect at least 2 possible action plans/solutions to link with your professional statements to address the issue/problem in EC and school settings for teachers, children, families and the community.

Return Method

Online

Feedback Provided

Online - 20 September 2023. Online via Turnitin.

Assessment 2 - Assignment 2

Assessment Type
Purpose

Written Assignment

This assignment requires students to combine theories with practices of diversity and inclusion together. In this assignment, students are required to:

- (1). demonstrate their theoretical understanding and articulate their professional stance through a critical analyses and discussion on diversity and inclusion in education settings from early childhood contexts to primary schools, and
- (2). create two learning activities with the principles of diversity and inclusion in mind as well as anti-bias curriculum education for Australian early childhood and programmes or primary school settings. Students need to apply the guidelines from the Early Year Learning Framework and the Australian Curriculum Framework when designing the two lesson plans to demonstrate how they reflect their choices of early childhood or primary school settings that address issues concerning diversity and inclusion in Early Childhood and primary school settings.

Description

There are three parts in this assignment.

Part One (1000 words; 20% weighting): Write a professional and personal position statement from a critical cultural and socially responsive perspective to articulate your thoughts on the question: What is diversity and inclusion in education settings?

Part Two (1000 words; 20% weighting): Drawing on themes and principles of diversity and inclusion to meet the guidelines of the EYLF and ACARA, students need to create one lesson plan/activity that supports diversity and inclusion in an early childhood setting AND another lesson plan/activity for primary classroom setting. There will be a total of two lesson plans/activities to demonstrate students' understanding of supporting and creating learning opportunities for all children with respect to diversity and inclusion for children from birth to 12 years of age.

Part Three (500 words; 10% weighting): Students should explain how his/her two lesson plans/activities for both EC and primary settings can support positive growth and learning experience concerning diversity and inclusion in classrooms towards an inclusive education (and/or learning environment). Students are also required to discuss how these lessons/activity plans are part of sequential learning. In other words, these lesson plans/activities should not be one-off events relating to diversity and inclusion. Students need to employ appropriate theoretical frameworks (such as EYLF and ACARA as well as theories of culturally responsive pedagogical practices) about anti-bias and/or multicultural education to support their ideas. Furthermore, students should also situate themselves as active participants and critical educators in the social dynamic of contemporary Australian society and education system with an emphasis on education equity and social justice.

Weighting

50%

Length

2500

Due Date

22 September 2023

Submission Method

Online

Via Turnitin.

Assessment Criteria

Part One (total: 20 points)

- Evidence of in-depth conceptual and theoretical understanding of your chosen topic on

diversity and inclusion in EC and school settings (15 points)

- Quality academic written communication and referencing using the APA style (5 points)

Part Two (total: 20 points)

- Application of the Early Year Learning Framework and The Australian Curriculum for culturally relevant or responsive pedagogy in EC and primary school settings (5 points)
- Evidence of appropriateness of the lesson plans for children's learning and development in relation to issues concerning diversity and inclusion in early childhood and primary settings (10 points)
- Evidence of doable and practical strategies for action to provide diverse and inclusive learning opportunities all learners (4 points)
- Systematic organization of the lesson plans (1 points)

Part Three (total: 10 points)

- Evidence of self-critical analysis/reflection of the lesson plans and strategies/pedagogical practices in early childhood and primary school settings (8 points)
- Quality academic written communication and referencing using the APA style (2 points)

Online

Online - 15 October 2023.. Online via Turnitin.

Return Method

Feedback Provided

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Communication Methods

Communication methods used in this course include:

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct	All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to https://policies.newcastle.edu.au/document/view-current.php?id=35 .
Adverse Circumstances	<p>The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:</p> <ol style="list-style-type: none">1. the assessment item is a major assessment item; or2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;3. you are requesting a change of placement; or4. the course has a compulsory attendance requirement. <p>Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at: https://policies.newcastle.edu.au/document/view-current.php?id=236</p>
Important Policy Information	The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures that support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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EDUC3065
Marking Rubrics for All Assessment Tasks

EDUC 3065 Assignment 1-Case Study: Total Weight- 50%

	High Distinction (85-100%)	Distinction (75-84%)	Credit (65-74%)	Pass (50-64%)	Fail (0-49%)
Part One: Identify and choose a relevant issue concerning diversity and inclusion in EC settings and Primary schools. (15 points)	-Evidence of an excellent example form children's daily lived experiences and lifeworlds (i.e. children's literature, movies, advertisements, etc.)	-Evidence of a sound example form children's daily lived experiences and lifeworlds (i.e. children's literature, movies, advertisements, etc.)	-Evidence of a good example form children's daily lived experiences and lifeworlds (i.e. children's literature, movies, advertisements, etc.)	-Evidence of a reasonable example form children's daily lived experiences and lifeworlds (i.e. children's literature, movies, advertisements, etc.)	-Fail to provide evidence of any example form children's daily lived experiences and lifeworlds (i.e. children's literature, movies, advertisements, etc.)
Part Two: Evidence of quality critical analysis of the issue (15 points)	The student demonstrates a thorough critically reflection of the selected issue and highly thought-provoking analysis through in-depth articulation of his/her personal stance on the chosen issue. For example: -- highly elaborated thoughts and articulation of a research-based and theoretical informed position on the selected issue	The student demonstrates a thoughtful reflection of the selected issue and quality articulation of his/her personal stance on the chosen issue. For example: -- some thoughtful original thoughts and ideas are presented -- articulation of a sound research-based and theoretical informed position on the selected issue	The student demonstrates a good reflection of the selected issue and appropriate articulation of his/her personal stance on the chosen issue. For example: -- adequate thoughts and ideas are presented --articulation of an appropriate research-based and theoretical informed position on the selected issue but remains limited and partial	The student demonstrates basic reflection of the selected issue and partial articulation of his/her personal stance on the chosen issue. For example: -- general ideas are presented --articulation of a simplistic research-based and theoretical informed position on the selected issue	The student demonstrates limited reflection of the selected issue and shallow articulation of his/her personal stance on the chosen issue. For example: --limited points are made --bad articulation of personal position on the selected issue --off topic --no analysis is presented
Part Three: Evidence of at least 2 professional statements reflecting Code of Ethics (with social justice in mind) (10 Points)	Generate at least 2 in-depth and thoughtful original professional statements reflecting Code of Ethics. Thoughtful ideas that are connecting to social justice	Generate at least 2 in-depth and good original professional statements reflecting Code of Ethics. Good ideas that are connecting to social justice	Generate at least 2 clear professional statements reflecting Code of Ethics. Clear ideas that are connecting to social justice	Generate at least 2 basic professional statements reflecting Code of Ethics. Some mentions of ideas connecting to social justice	No in-depth and thoughtful original professional statements reflecting Code of Ethics. No productive ideas connecting to social justice
Part Four: Evidence of at least 2 action plans/ to connect with your professional statements (10 points)	Original and thoughtful innovative and highly feasible solutions to address the problems.	Good indications of original innovative and practical solutions to solve the problems.	General practices as solutions to fix the problems.	Typical solutions to address the problems.	No solutions were provided.

EDUC 3065 Assignment 2: Total Weight- 50%
Part One (20%)

	High Distinction (85-100%)	Distinction (75-84%)	Credit (65-74%)	Pass (50-64%)	Fail (0-49%)
<p>Answer the question of “What is diversity and inclusion in education settings?”</p> <p>Evidence of in-depth conceptual/theoretical understanding and quality of synthesis on diversity and inclusion in EC and PRIMARY setting. (15 points)</p>	<p>The student demonstrates an exceptional theoretical and conceptual understanding about the importance of diversity and inclusion in EC AND PRIMARY.</p> <p>For example: --highly elaborated thoughts on the chosen category of difference --in depth and thoughtful original thoughts and ideas are elaborated and presented --highly thoughtful articulation of the ideas</p>	<p>The student demonstrates a sound theoretical and conceptual understanding about the importance of diversity and inclusion in EC AND PRIMARY.</p> <p>For example: --well elaborated thoughts on the chosen category of difference -- quality and original thoughts and ideas are elaborated presented --well articulation of the ideas</p>	<p>The student demonstrates a good theoretical and conceptual understanding about the importance of diversity and inclusion in EC AND PRIMARY.</p> <p>For example: --adequately written essay with some appropriate original thoughts on the chosen category of difference --some points are elaborated --good articulation of the ideas</p>	<p>The student demonstrates a basic theoretical and conceptual understanding about the importance of diversity and inclusion in EC AND PRIMARY.</p> <p>For example: --simple points are made with simplistic thoughts on the chosen category of difference</p>	<p>The student demonstrates limited, some and shallow theoretical and conceptual understanding about the importance of diversity and inclusion in EC AND PRIMARY.</p> <p>For example: --limited points are made --off topic --limited or no specific details are given --bad articulation of the ideas</p>
<p>Written communication and referencing using the APA style (5 points)</p>	<p>Comprehension enhanced by grammar, spelling and/or referencing</p>	<p>Comprehension enhanced by grammar, spelling and/or referencing</p>	<p>Less than four minor spelling and/or referencing errors.</p>	<p>More than five grammatical, spelling and/or referencing errors.</p>	<p>Essay full of grammatical, spelling and referencing errors.</p>

Part Two (20%)

	High Distinction (85-100%)	Distinction (75-84%)	Credit (65-74%)	Pass (50-64%)	Fail (0-49%)
Application of the EYLF and The Australian Curriculum including evidence of play, intentional teaching and/or culturally relevant or responsive pedagogy (5 points)	The student demonstrates exceptional understanding of EYLF and The Australian Curriculum and its relation to anti-bias curriculum/education. For example: --highly elaborated thoughts --in-depth and thoughtful original thoughts and ideas are elaborated and presented --highly thoughtful articulation of the ideas concerning social justice	The student demonstrates deep understanding of EYLF and The Australian Curriculum and its relation to anti-bias curriculum/education. For example: --well elaborated thought about anti-bias education -- quality and original thoughts and ideas are elaborated presented --well articulation of the ideas regarding social justice	The student demonstrates good understanding of EYLF and The Australian Curriculum and its relation to anti-bias curriculum/education. For example: --adequately written essay with some original thoughts about anti-bias education --some points are elaborated relating to social justice --good articulation of the ideas relating to social justice	The student demonstrates basic understanding of EYLF and The Australian Curriculum and its relation to anti-bias curriculum/education. For example: --general points are made with simplistic thoughts about social justice and/or anti-bias education. --limited articulation of the ideas relating to social justice	The student demonstrates limited, some and shallow understanding of EYLF and The Australian Curriculum and its relation to anti-bias curriculum/education. For example: --limited points are made regarding social justice and/or anti-bias education. --off topic --no specific details are given --no articulation of the ideas relating to social justice
Evidence of TWO lesson plans in relation to issues concerning diversity and inclusion in early childhood and primary settings (10 points)	Highly elaborated thoughts with creative and realistic original pedagogical practice in the 2 lesson plans.	Quality ideas and original thoughts are elaborated in pedagogical practice in the 2 lesson plans.	Some original thoughts in pedagogical practice in the 2 lesson plans.	Typical and common pedagogical practice in the 2 lesson plans.	Unrealistic approach to pedagogical practice in the 2 lesson plans.
Evidence of doable and practical strategies for action to provide diverse and inclusive learning opportunities all learners (5 points)	Thoughtful indication of suitable pedagogical practice to address learners' different levels of abilities. Significant thoughtful plan for action in classroom with children of all learning capabilities.	Good indication of suitable pedagogical practice to address learners' different levels of abilities. Good plan for action in classroom with children of all learning capabilities.	Fair and clear indication of suitable pedagogical practice to address learners' different levels of abilities. Workable plan for action in classroom with children of all learning capabilities.	Basic indication of suitable pedagogical practice to address learners' different levels of abilities. Basic plan for action in classroom with children of all learning capabilities.	No indication of suitable pedagogical practice to address learners' different levels of abilities. No plan for action.
Systematic organization of the lesson plans (1 points)	Comprehension enhanced by well-organized lesson plan format, grammar, spelling and/or referencing	Comprehension enhanced by well-organized lesson plan format, grammar, spelling and/or referencing	Less than four minor spelling and/or referencing errors with a organized lesson plan format	More than five grammatical, spelling and/or referencing errors without a lesson plan format.	Essay full of grammatical, spelling and referencing errors without a lesson plan format.

Part Three (10%)

	High Distinction (85-100%)	Distinction (75-84%)	Credit (65-74%)	Pass (50-64%)	Fail (0-49%)
Evidence of self-critical analysis/reflection of the lesson plans and strategies/pedagogical practices in early childhood and primary school settings (8 points)	A depth and thorough synthesis as well as highly thought-provoking analysis.	A sound quality analysis is presented.	A good analysis is presented but remains limited.	Some typical and general analysis is presented.	There is no analysis presented and only paraphrases from the references.
Written communication and referencing using APA style (2 points)	Comprehension enhanced by grammar, spelling and/or referencing.	Comprehension enhanced by grammar, spelling and/or referencing.	Less than four minor spelling and/or referencing errors.	More than five grammatical, spelling and/or referencing errors.	Essay full of grammatical, spelling and referencing errors.